

La micro-certification numérique et son intégration aux diplômes postsecondaires



Gustavo Adolfo Angulo Mendoza
Professeur, Département Éducation
Université TÉLUQ



<https://observatoire.one/>



8^e Colloque
international
en éducation :
enjeux actuels et futurs
de la formation et de
la profession enseignante

PLAN DE LA PRÉSENTATION

1. Les éléments essentiels de la problématique.
2. La démarche méthodologique.
3. Une synthèse des principaux résultats.
4. Conclusion.

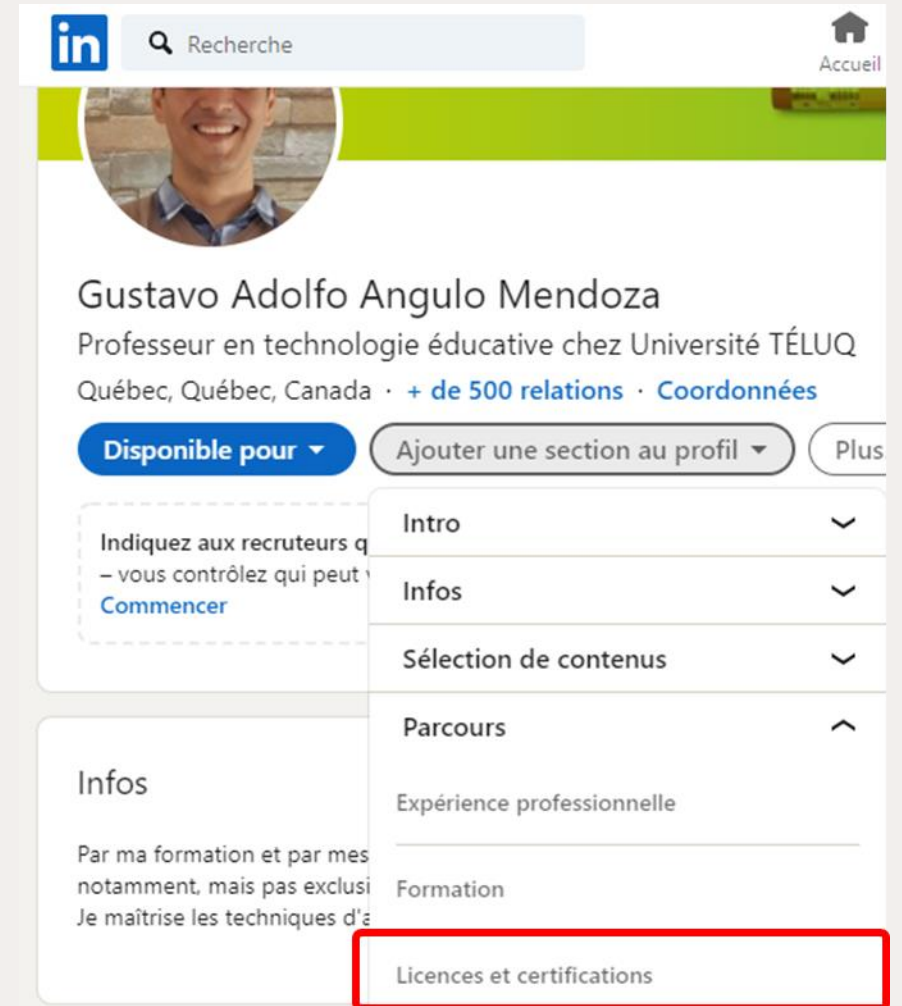
ÉLÉMENTS ESSENTIELS DE LA PROBLÉMATIQUE

BUT DE LA RECHERCHE

- Revue de littérature sur la MCN et son intégration aux diplômes traditionnels dans le contexte canadien.
- Identifier les acteurs, les fonctions, les technologies et les implications pour la reconnaissance des apprentissages.
- Repérer les problématiques, les modèles théoriques et méthodologiques.
- Pointer les atouts, les faiblesses et les lacunes dans ce domaine.

LES MICRO-CERTIFICATIONS NUMÉRIQUES

- Une MCN est une attestation d'un acquis.
- Les MCN sont signifiés par un badge numérique qui peut être partagé.
- Des données sont intégrées par *Blockchain*.



INTÉGRATION DES MCN AUX DIPLÔMES TRADITIONNELS

- Diffuser certaines unités d'apprentissage et octroyer une MCN.
- La MCN peut être utilisée de manière indépendante ou le faire reconnaître comme crédit contributif à l'obtention d'un diplôme. (Oliver, 2016a).
- Défis importants ! (Chakroun et Keevy, 2018).



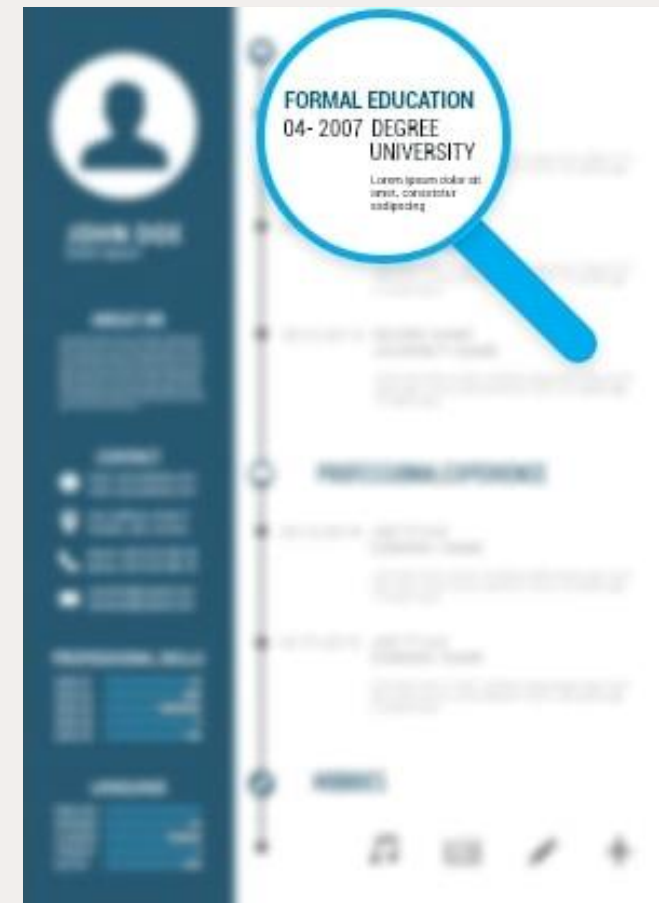
Oliver, B. (2016a). *Better 21C Credentials : Evaluating the promise, perils and disruptive potential of digital credentials*. Deakin University.

Chakroun, B., et Keevy, J. (2018). *Digital credentialing : Implications for the recognition of learning across borders* [Document de programme et de réunion]. UNESCO.

ÉLÉMENTS ESSENTIELS DE LA PROBLÉMATIQUE

- Examiner les nouveaux développements technologiques en matière de MCN dans le domaine de l'éducation et de la formation.
- Quels acteurs ?
- Quels rôles ?
- Quels enjeux ?

<https://blog-admin.bcdiploma.com/wp-content/uploads/2021/04/curriculum-analyse.jpg>



OBJECTIFS DE RECHERCHE

1. Modéliser l'intégration de la MCN aux diplômes traditionnels.
2. Identifier les implications de cette intégration pour la reconnaissance des apprentissages.
3. Formuler des recommandations pour la mise en place des mécanismes d'intégration de la MCN aux diplômes traditionnels.

MÉTHODOLOGIE DE LA RECHERCHE

MÉTHODOLOGIE DE LA RECHERCHE

- Publications scientifiques ayant eu lieu au cours des dix dernières années.
- BD interrogées : Education Research Complete, Academic Search Complete et ERIC (EBSCO), Science direct, Taylor and Francis, Wiley, Cairn, Erudit ainsi que Google Scholar.
- Mots clés :

MCN : « Digital Badges, Badging, Open Badges, Credentialing, Micro-credentials, Macro-credentials, Macro-degrees, Certification Systems, Assessment of Learning, Qualification ».

Numérique dans l'enseignement et la formation : « Online Learning, Open Educational Resources (OER), MOOCs, Digitization, Gamification ».

Niveaux et contextes d'enseignement et de formation : « Higher Education, Continuing Professional Development, Workplace Learning, Informal Learning, Secondary Education, Technical Training, Vocational Education ».

MÉTHODOLOGIE DE LA RECHERCHE

Grille d'analyse

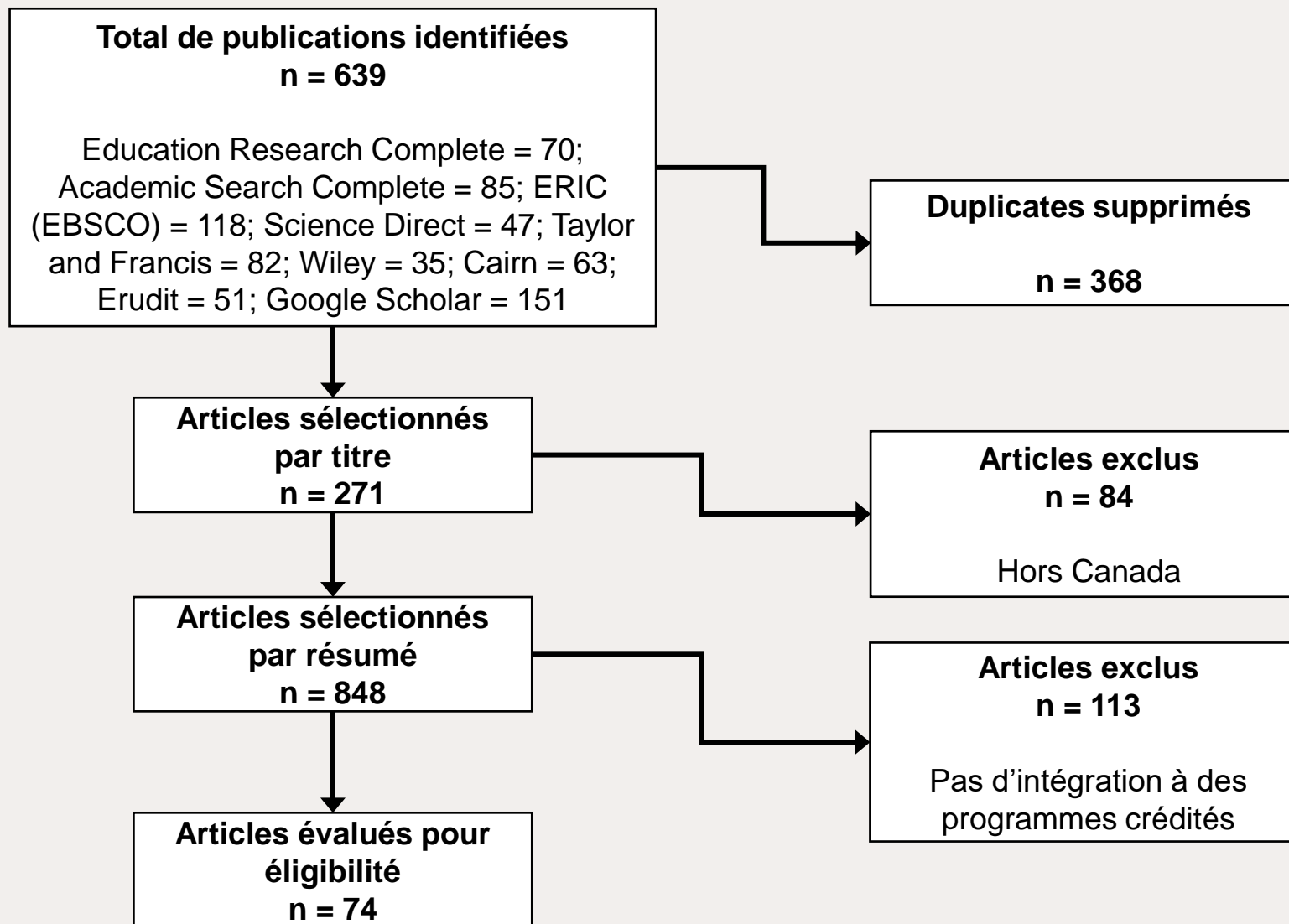
Titre du document	
Auteur(s)	
Année	
Lien Internet	
Citation	
Objet du document	
Contexte / caractéristiques	

Recherche

Problématique	
Théories / Concepts	
Méthodologie	
Principaux résultats	
Apports	
Limites	
Lacunes (Avis critiques)	
Commentaires	

Caractéristiques du dispositif

Pays / État / Établissement	
Niveau d'enseignement / Contexte de formation	
Domaine	
Acteurs	
Technologies / Plateformes	Open badges, Passport, Credly, Moodle, Acclaim, Blackboard Achievements Tool, 3D GameLab, etc. EdX, Coursera, etc.
Formule (techno) pédagogique	
Description de la micro-certification	Catégorie : Participation ou performance ? Type : activité, évaluation, hiérarchie, travaux, mixte ? Niveaux : (débutant/intermédiaire/expert), etc. ?
Implications pour la reconnaissance des acquis	
Commentaires	



<https://monurl.ca/8hxo>

SYNTHÈSE DES PRINCIPAUX RÉSULTATS

PRINCIPES DE BASE DE LA MCN

- Valeur



Impliquer les parties prenantes !
(employeurs, apprenants, établissements d'enseignement et de formation)

- Confiance

Processus d'évaluation fiable !

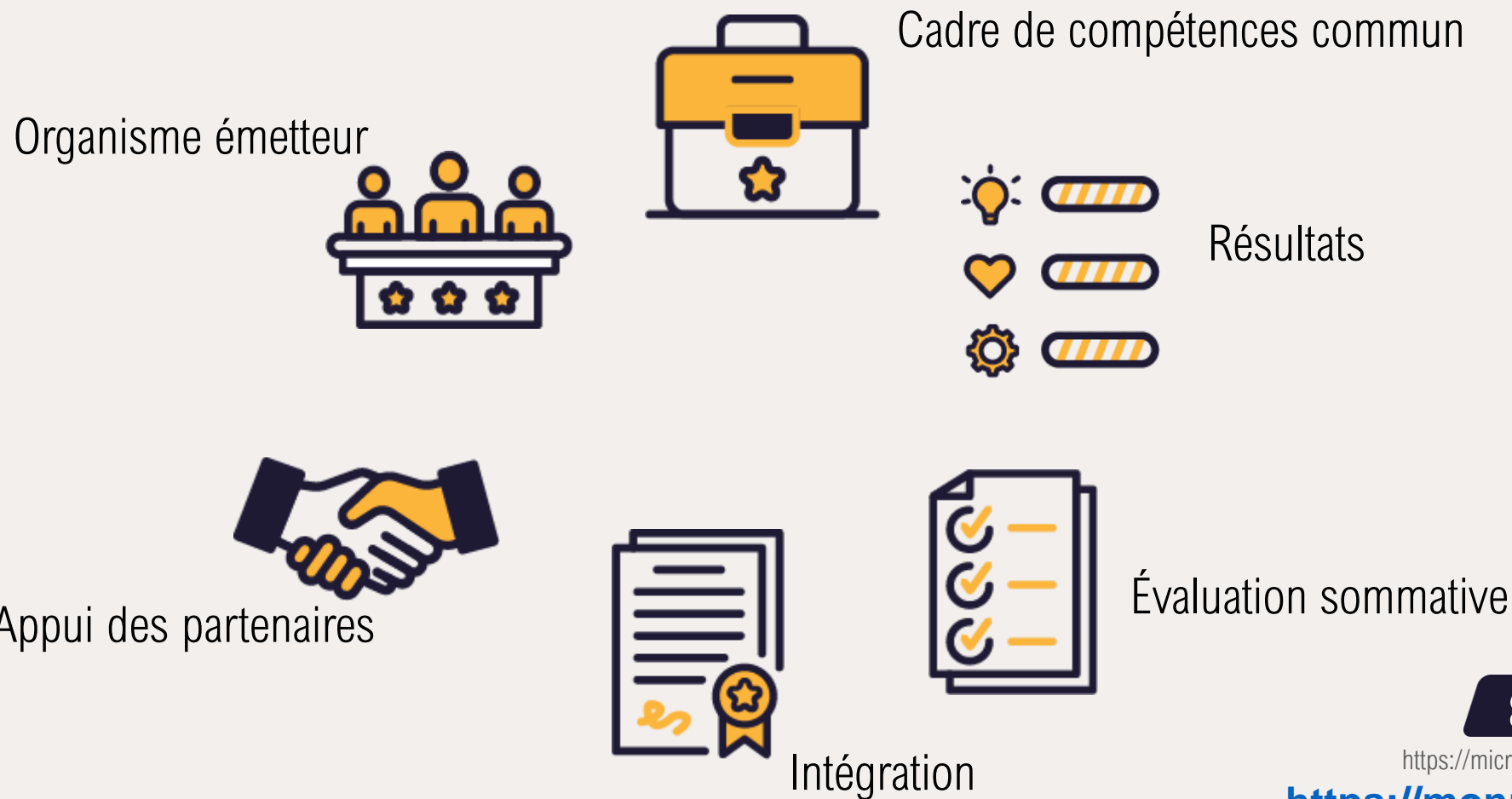
- Transférabilité

Dissocier les MCN de l'endroit où elles sont émises !

Chaktsiris, M., McCallum, K., Luke, R., Cukier, W., Patterson, L., Garreffa, N. et Gooch, E. (2021). *L'avenir est-il dans les microtitres? Dissocier l'apprentissage au profit de l'accès et de la flexibilité*. Diversity Institute, eCampusOntario et Centre des Compétences futures

<https://monurl.ca/8hxo>

CADRE DE MISE EN ŒUVRE



ecampus
Ontario

<https://micro.ecampusontario.ca/fr/>

<https://monurl.ca/8hxo>

MCN ET ACCÈS À LA FORMATION CONTINUE

- Accès à des possibilités d'apprentissage continu.
- Transition entre la diplomation et le marché du travail.
- Perfectionnement des compétences ou réorientation de carrière.

Chaktsiris, M., McCallum, K., Luke, R., Cukier, W., Patterson, L., Garreffa, N. et Gooch, E. (2021). *L'avenir est-il dans les microtitres? Dissocier l'apprentissage au profit de l'accès et de la flexibilité*. Diversity Institute, eCampusOntario et Centre des Compétences futures

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OBSERVATOIRE DU NUMÉRIQUE
EN ÉDUCATION



CONTEXTES D'UTILISATION DES MCN

- Requalification en cas d'interruption de travail.
- Enrichir les programmes d'études et favoriser l'accès à l'enseignement supérieur.
- Attirer, engager et retenir la main-d'œuvre.

Oliver, B. (2019). *Making micro-credentials work for learners, employers and providers*. Deakin University. <https://dteach.deakin.edu.au/2019/08/02/microcredentials/>

Shapiro Futures H., Andersen, T. et Nedergaard, K. (2020). *A European Approach to Micro-Credentials: Output of the Micro-Credentials Higher Education Consultation Group*. European Union. <https://aca-secretariat.be/newsletter/a-european-approach-to-micro-credentials/>

<https://monurl.ca/8hxo>

ÉLÉMENTS CLÉS

- La vérification par l'évaluation.
- Compétences recherchées.
- Des formations de courte durée.
- Des portfolios numériques

<https://monurl.ca/8hxo>

OBSTACLES À L'IMPLEMENTATION DE LA MCN

- Manque de clarté des définitions.
- Absence de standards.
- Interopérabilité limitée.
- Conception variable.
- Niveaux variables de transparence des processus d'évaluation.
- Développement complexe.
- Interprétation inégale.
- Proposition de valeur.
- Adoption lente.

Gamrat, C. et Bixler, B. (2019). *Six Roadblocks to Designing Digital Badges*. Library Technology Reports, 55(3), pp 14–18.

<https://monurl.ca/8hxo>

MODÈLES OPÉRATIONNELS DE MCN

Unité individuelle

- Exemple: <https://dci-madisoncollege.org/digital-badges-credentials/>
- Effort faible.
- Risque faible.
- Rapidité élevé.



Presant, D. (2020). *Modèles opérationnels de microcertification dans l'enseignement supérieur*. eCampusOntario

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MODÈLES OPÉRATIONNELS DE MCN

Établissement individuel

- Exemple: <http://www.badgecollegial.ca/>
- Plus de ressources centralisées.
- Image de marque claire.
- Notoriété.
- Stabilité, élan une fois opérationnel.

BADGE
COLLÉGIAL
BADGECOLLEGIAL.CA



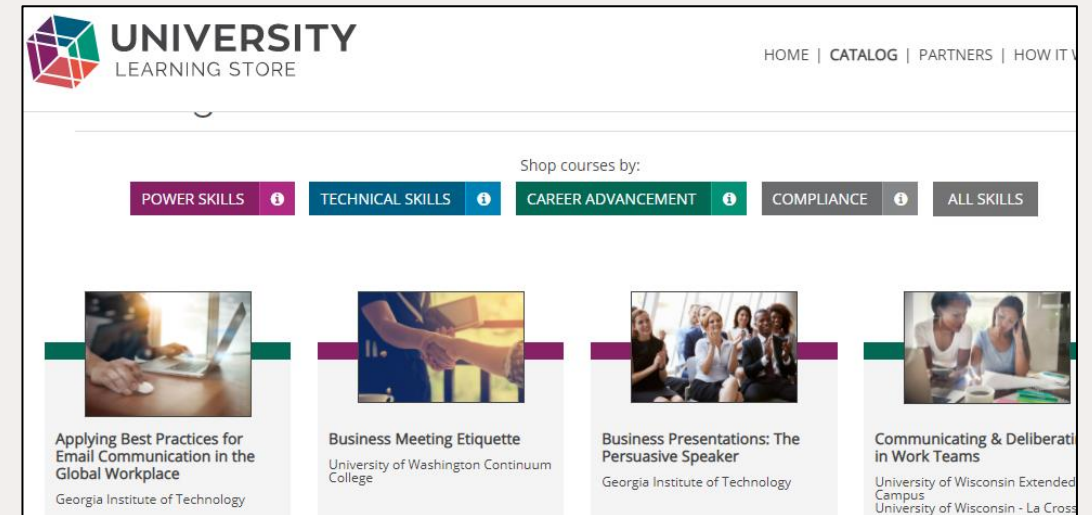
Presant, D. (2020). *Modèles opérationnels de microcertification dans l'enseignement supérieur*. eCampusOntario

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MODÈLES OPÉRATIONNELS DE MCN

Consortium de pairs

- Exemple: <https://universitylearningstore.org/>
- Direction partagée ou à tour de rôle.
- La gouvernance par les pairs peut être lente.
- Peut être difficile à maintenir avec le temps.



Presant, D. (2020). *Modèles opérationnels de microcertification dans l'enseignement supérieur*. eCampusOntario

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MODÈLES OPÉRATIONNELS DE MCN

Établissement dirigé par une organisation

- Exemple: <https://wellnessworkscanada.ca/certifications/practitioner-certifications/>
- Effort faible.
- Risque faible.
- Rapidité élevé
- Plus d'agilité due au fait qu'il y a un seul décideur.



Presant, D. (2020). *Modèles opérationnels de microcertification dans l'enseignement supérieur*. eCampusOntario

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MODÈLES OPÉRATIONNELS DE MCN

Établissement dirigé par l'industrie

- Exemple: <https://skills-academy.comprehend.ibm.com/>
- Solution clé en main et éprouvée.
- Reconnaissance de la marque.
- Manque d'autonomie.
- Identité et image de marque de la filiale.
- La possibilité d'objectifs contradictoires.

LEARN • EARN • SHARE



IBM Digital Badge Program
ibm.com/badging

Presant, D. (2020). *Modèles opérationnels de microcertification dans l'enseignement supérieur*. eCampusOntario

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PORTRAIT INTERNATIONAL DES MCN



NZQA NEW ZEALAND QUALIFICATIONS AUTHORITY
 Kō te manu ka kai i te miro, nāna te ngahere. Kō te manu ka kai i te mātāuranga, nāna te ao.
 The bird that partakes of the berry, theirs is the forest. The bird that partakes of knowledge, theirs is the world.
 (Te Kere Negatenua, Te Ahi Hānau-a-Pipirangi)

Search nzqa.govt.nz

HOME | STUDYING IN NEW ZEALAND | QUALIFICATIONS & STANDARDS | NCEA | MĀORI & PASIFIKA | PROVIDERS & PARTNERS | ABOUT US

Home > Providers and partners > Approval, accreditation and registration > Micro-credentials

PROVIDERS AND PARTNERS

About education organisations

NZQA's quality assurance system for tertiary education organisations

Quick links to NZQF documents

Consistency of graduate outcomes

Approval, accreditation and registration

- Registration of a new PTE
- Student fee protection
- Maintaining PTE registration
- Applying for approval of CMRs
- Provider categories after external evaluation and review
- Consent to assess
- Listing qualifications on the NZQF
- Reviewing New Zealand qualifications
- Maintaining national qualifications on the NZQF
- Programme approval and provider accreditation
- Degree approval, accreditation and monitoring
- Training scheme approval
- Micro-credentials
- Guidelines for applying for approval of a training scheme

Micro-credentials

The New Zealand Qualifications Authority has introduced a micro-credential system as part of New Zealand's regulated education and training system.

This page:

- outlines NZQA's expectations for tertiary education organisations (TEOs) submitting micro-credentials for approval
- provides information for employers, industry, community/iwi on how they may work with TEOs to develop micro-credentials that meet their needs.

NZQA will consider applications from New Zealand TEOs from 22 August 2018.

On this page

- What is a micro-credential? ▾
- Rules for micro-credentials ▾
- Micro-credentials register ▾
- Can I partner with other organisations to develop a micro-credential? ▾
- Can micro-credentials 'stack' to qualifications? ▾
- How do I apply? ▾
- How long will it take? ▾
- How much will it cost? ▾

Nouvelle-Zélande

<https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/micro-credentials/>



openlearning

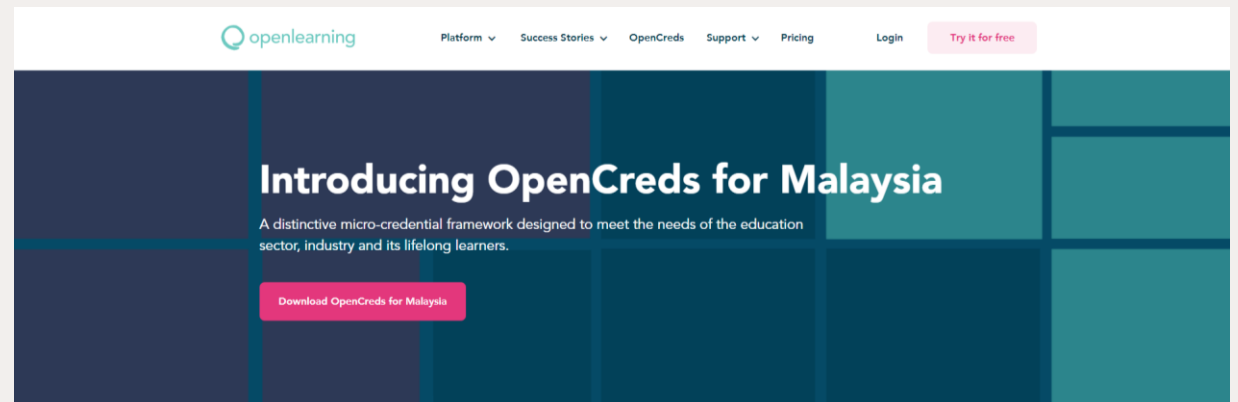
Platform ▾ Success Stories ▾ OpenCreds Support ▾ Pricing Login Try it for free

Introducing OpenCreds for Australia

The lifelong learning framework designed to meet the needs of the Australian education sector, industry, and most importantly its lifelong learners.

Download OpenCreds for Australia

<https://solutions.openlearning.com/opencreds/opencreds-microcredentials-for-australia>



openlearning

Platform ▾ Success Stories ▾ OpenCreds Support ▾ Pricing Login Try it for free

Introducing OpenCreds for Malaysia

A distinctive micro-credential framework designed to meet the needs of the education sector, industry and its lifelong learners.

Download OpenCreds for Malaysia

<https://solutions.openlearning.com/opencreds/opencreds-microcredentials-for-malaysia>

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OBSERVATOIRE DU NUMÉRIQUE EN ÉDUCATION




PORTRAIT INTERNATIONAL DES MCN



Menu

CTDL Types List



Credential Types

Badge
Recognition designed to be displayed as a marker of accomplishment, activity, achievement, skill, interest, association, or identity.

- Digital Badge**
Badge offered in digital form.
- Open Badge**
Visual symbol containing verifiable claims in accordance with the Open Badges specification and delivered digitally.

Certificate
Credential that designates requisite knowledge and skills of an occupation, profession, or academic program.

- Apprenticeship Certificate**
Credential earned through work-based learning and earn-and-learn models that meet standards and are applicable to industry trades and professions.
- Journeyman Certificate**
Credential awarded to skilled workers on successful completion of an apprenticeship in industry trades and professions.
- Master Certificate**
Credential awarded upon demonstration through apprenticeship of the highest level of skills and performance in industry trades and professions.

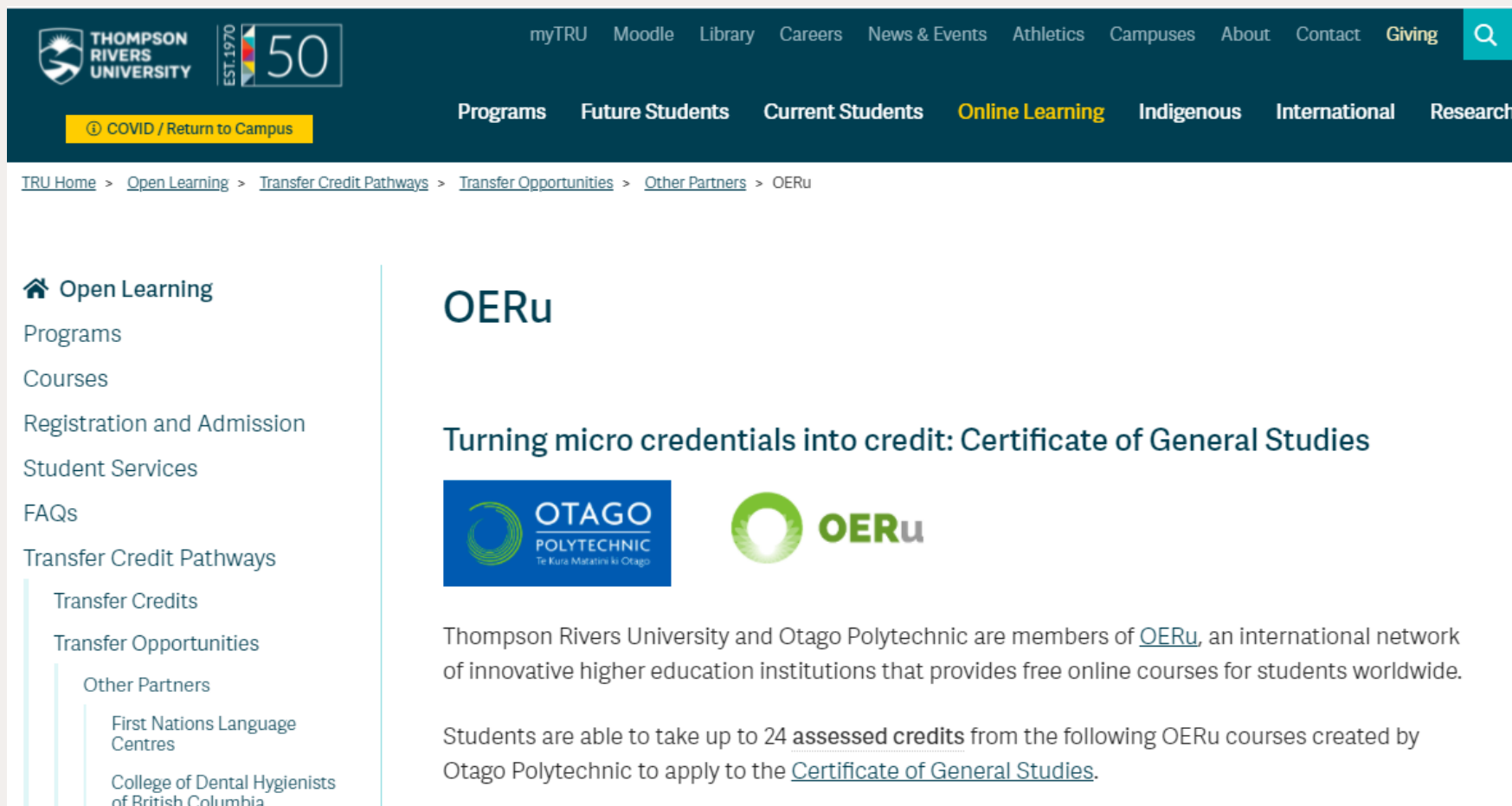
Certificate of Completion
Credential that acknowledges completion of an assignment, training or other activity.
A record of the activity may or may not exist, and the credential may or may not be designed as preparation for another resource such as a credential, assessment, or learning opportunity.

Certification
Time-limited, revocable, renewable credential awarded by an authoritative body for demonstrating the knowledge, skills, and abilities to perform specific tasks or an occupation.
Certifications can typically be revoked if not renewed, for a violation of a code of ethics (if applicable) or proven incompetence after due process. Description of revocation criteria for a specific Certification should be defined using Revocation Profile.

États-Unis
<https://credreg.net/Page/typeslist>

<https://monurl.ca/8hxo>

PORTRAIT CANADIEN DES MCN



The screenshot shows the Thompson Rivers University (TRU) website. The top navigation bar includes links for myTRU, Moodle, Library, Careers, News & Events, Athletics, Campuses, About, Contact, and Giving. A search icon is also present. Below the navigation bar, there is a yellow button labeled "COVID / Return to Campus". The main content area features a breadcrumb trail: TRU Home > Open Learning > Transfer Credit Pathways > Transfer Opportunities > Other Partners > OERu. On the left, a sidebar menu lists various options under "Open Learning", including Programs, Courses, Registration and Admission, Student Services, FAQs, and Transfer Credit Pathways. Under "Transfer Credit Pathways", there are links for Transfer Credits, Transfer Opportunities, and Other Partners. The "Other Partners" section lists the First Nations Language Centres and the College of Dental Hygienists of British Columbia. The main content area is titled "OERu" and features the heading "Turning micro credentials into credit: Certificate of General Studies". It includes logos for Otago Polytechnic and OERu. The text states that Thompson Rivers University and Otago Polytechnic are members of OERu, an international network of innovative higher education institutions that provides free online courses for students worldwide. It also mentions that students can take up to 24 assessed credits from OERu courses created by Otago Polytechnic to apply to the Certificate of General Studies.

Thompson Rivers University (BC)

<https://www.tru.ca/distance/transfer-options/transfer-agreements/other-partners/oeru.html>

<https://monurl.ca/8hxo>



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SASKATCHEWAN
POLYTECHNIC

[About](#) [Contact Us](#) [Help](#) [Careers](#) [Giving](#) [Food Services](#) [Library](#) [Bookstore](#) [Apply Now!](#) [mySaskPolytech](#)



[BECOME A STUDENT](#)

[PROGRAMS & COURSES](#)

[STUDENT LIFE](#)

[INTERNATIONAL](#)

[BUSINESS & INDUSTRY](#)

LERN Microcredentials

Saskatchewan Polytechnic experienced a cybersecurity incident and is working closely with external experts to restore systems safely and in order of priority, including full functionality of website features.

Practical skills are within your reach

Featured Courses



Indigenous Studies Course

Online self-paced



Early Childhood Education Webinar Series



Workplace Essentials

Now is the time to refine your skills or develop new

SCHOOL OF CONTINUING EDUCATION

[Part-time Programs](#)

[Fast-track Training](#)

[Training Solutions](#)

RESOURCES

[Course Delivery Options](#)

[How to Register for a Course](#)

[RSTS Training Grant](#)

[Job Grant](#)

[Campus Info](#)

[Bookstores](#)

[Glossary](#)

[Test Centres](#)

[FAQs](#)

[Request Custom Training](#)

Saskatchewan Polytechnic (SK)

<https://saskpolytech.ca/programs-and-courses/part-time-studies/micro-credentials.aspx>

<https://monurl.ca/8hxo>



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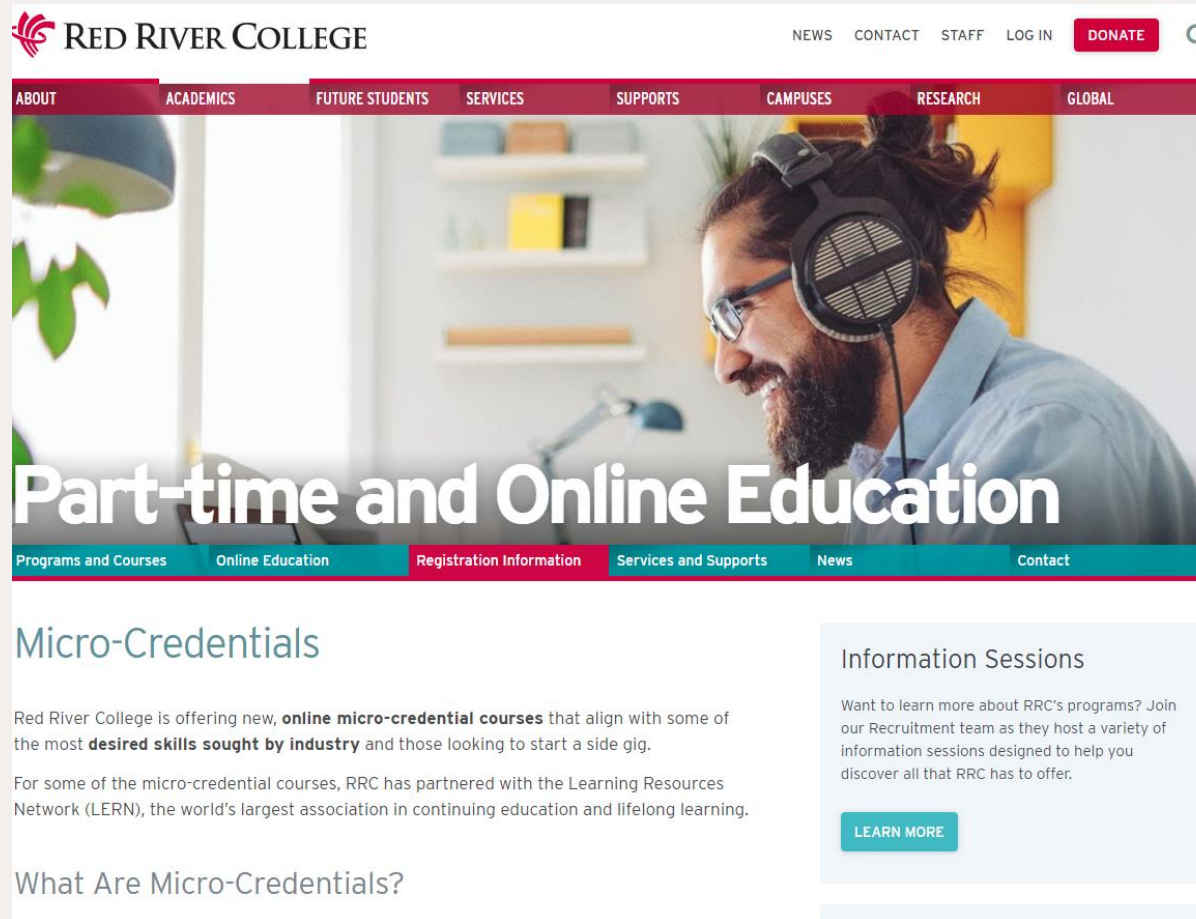
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PORTRAIT CANADIEN DES MCN



The screenshot shows the Red River College website. The header includes the college logo, navigation links (NEWS, CONTACT, STAFF, LOG IN, DONATE), and a search icon. A secondary navigation bar lists categories: ABOUT, ACADEMICS, FUTURE STUDENTS, SERVICES, SUPPORTS, CAMPUSES, RESEARCH, and GLOBAL. The main banner features a man wearing headphones and a large title: "Part-time and Online Education". Below this is a sub-navigation bar with links: Programs and Courses, Online Education, Registration Information, Services and Supports, News, and Contact. The "Micro-Credentials" section is highlighted, with text stating: "Red River College is offering new, **online micro-credential courses** that align with some of the most **desired skills sought by industry** and those looking to start a side gig. For some of the micro-credential courses, RRC has partnered with the Learning Resources Network (LERN), the world's largest association in continuing education and lifelong learning." To the right, an "Information Sessions" box contains the text: "Want to learn more about RRC's programs? Join our Recruitment team as they host a variety of information sessions designed to help you discover all that RRC has to offer." and a "LEARN MORE" button.

Red River College (MB)
<https://www.rrc.ca/part-time/micro-credentials/>

<https://monurl.ca/8hxo>

PORTRAIT CANADIEN DES MCN



The screenshot shows the website for the University of Moncton's Municipal Management Training Program. The header includes the university logo and navigation links. A blue sidebar on the left contains a menu with items like 'Continuing Education', 'Municipal Management Training Program', 'Word of Welcome', 'Workshops and Conditions of Success', 'Program Schedule and Registration', 'Frequently Asked Questions', and 'Quality Training Standard'. The main content area is titled 'The Program' and features a bilingual toggle for 'Français'. Below this, the program is described in both French ('PROGRAMME DE FORMATION EN GESTION MUNICIPALE') and English ('MUNICIPAL MANAGEMENT TRAINING PROGRAM'). The text explains that continuing education is essential for professionals and that the program aims to enhance skills for municipal management. A box highlights the benefits of completing the program: a certificate of achievement and AMANB's Level 1 certification. A gold medal icon is also present.

Continuing Education

Municipal Management Training Program

Word of Welcome

Workshops and Conditions of Success

Program Schedule and Registration

Frequently Asked Questions

Quality Training Standard

The Program

PROGRAMME DE FORMATION EN GESTION MUNICIPALE

MUNICIPAL MANAGEMENT TRAINING PROGRAM

Continuing Education has become essential for professionals across all sectors. That is why the Municipal Management Training Program was created.

The goal of this program is to enhance the required skills and abilities to be able to effectively manage in a municipal position requires management skills.

This program is the result of the collaboration between the Administrators of New Brunswick and the University of Moncton.

By completing the program, you will obtain:

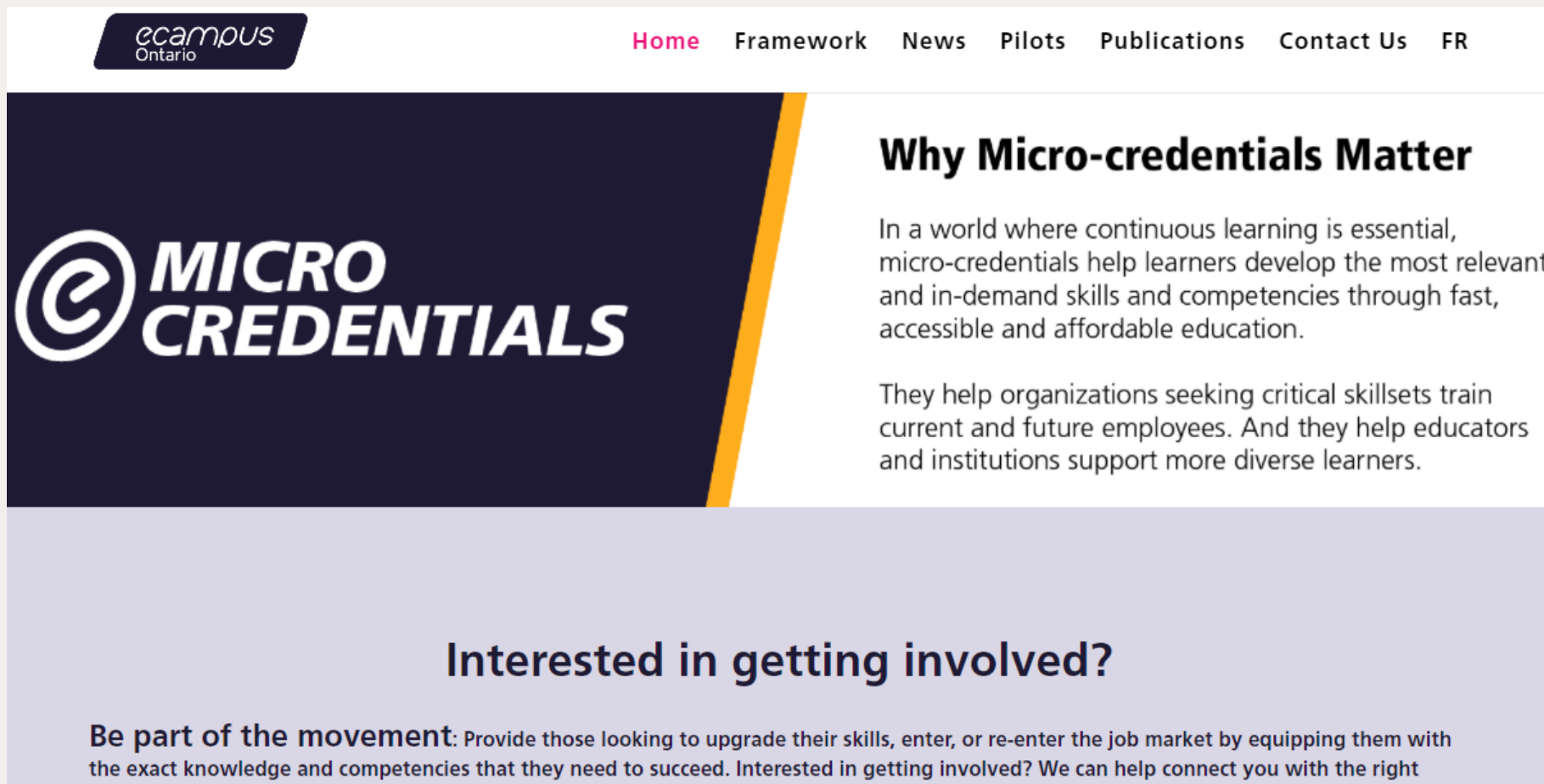
1. A certificate of achievement from the Continuing Education of the Université de Moncton
2. AMANB's Level 1 – Basic Professional Certification in Local Government Administration.

Université de Moncton (NB)

<https://www.umoncton.ca/gestionmunicipale/en>

<https://monurl.ca/8hxo>

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The screenshot shows the eCampusOntario website's micro-credentials page. The header includes the eCampusOntario logo and a navigation menu with links: Home, Framework, News, Pilots, Publications, Contact Us, and FR. The main content area features a large dark blue banner with the 'MICRO CREDENTIALS' logo on the left. To the right, the heading 'Why Micro-credentials Matter' is followed by two paragraphs explaining the importance of micro-credentials in a world of continuous learning and their benefits for organizations and educators. Below this, a light purple section asks 'Interested in getting involved?' and encourages participation in the movement by providing skills and knowledge to learners.

eCampusOntario
Home Framework News Pilots Publications Contact Us FR

MICRO CREDENTIALS

Why Micro-credentials Matter

In a world where continuous learning is essential, micro-credentials help learners develop the most relevant and in-demand skills and competencies through fast, accessible and affordable education.

They help organizations seeking critical skillsets train current and future employees. And they help educators and institutions support more diverse learners.

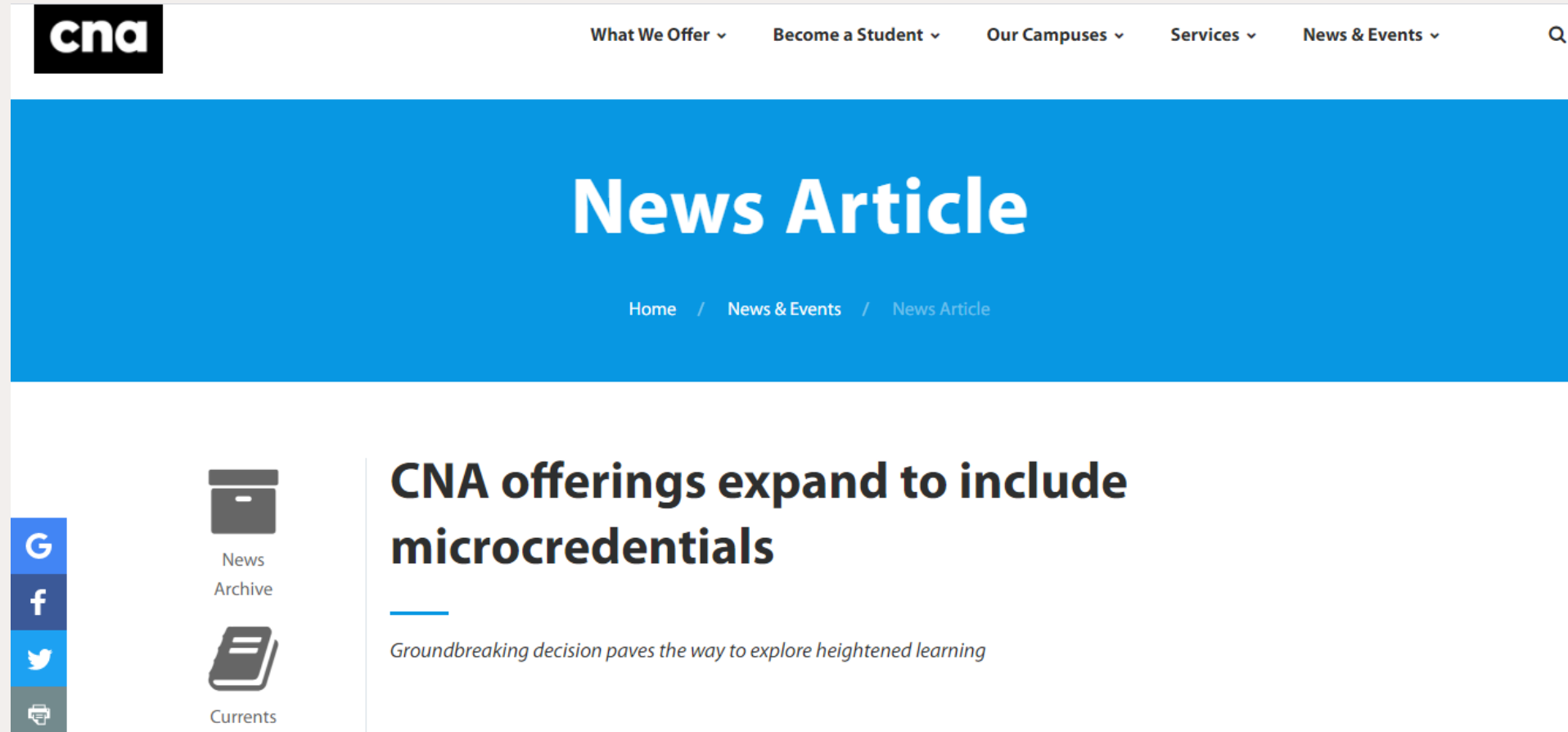
Interested in getting involved?

Be part of the movement: Provide those looking to upgrade their skills, enter, or re-enter the job market by equipping them with the exact knowledge and competencies that they need to succeed. Interested in getting involved? We can help connect you with the right

eCampusOntario (ON)
<https://micro.ecampusontario.ca/>

<https://monurl.ca/8hxo>

PORTRAIT CANADIEN DES MCN



College of the North Atlantic (NL)
<https://www.cna.nl.ca/news/news-article.aspx?messageid=1332>

<https://monurl.ca/8hxo>



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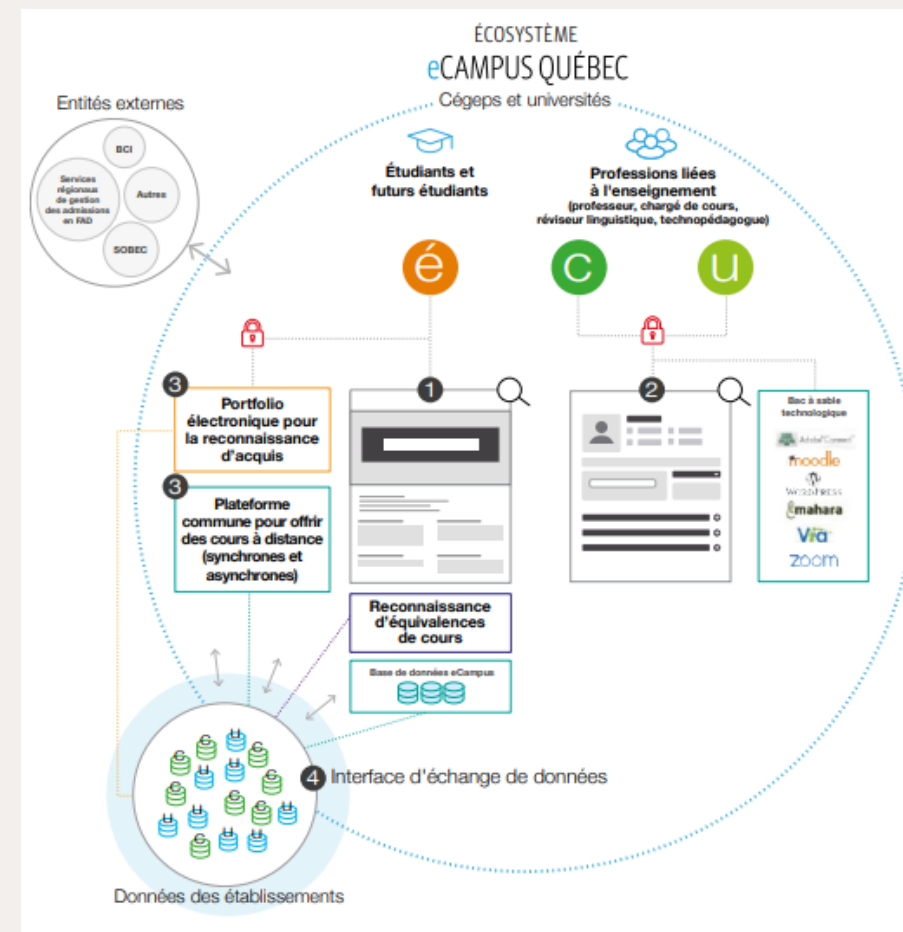


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CONCLUSION

..et le Québec ?



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<https://observatoire.one/>



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Gustavo Adolfo Angulo Mendoza
Professeur, Département Éducation
Université TÉLUQ

Merci !